

# The Use of the Tutoring Plan in Tutor Tutor's Online Practice at the Open University of Brazil

## *O Uso do Plano de Tutoria na Prática Docente do Tutor Online na Universidade Aberta do Brasil*

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### Abstract

The study investigates contributions of the mentoring plan for the tutor's practice at the OUB / E-learning of a course at the Universidade Federal de Alagoas, in order to analyze the effectiveness of the tutoring plans in the tutor's action and if they are support tools that help in the learning process of E-learning students. It is a case study of a qualitative nature in order to perceive the practice of the tutor from the use of the tutoring plans that help in the learning process of the students. For the collection of data, a bibliographic research was carried out based on the Tutor Guide of the Institutional Coordination of E-learning of Ufal, analysis of the plans of tutoring and application of questionnaire with tutors. The problem referred to the contributions of the mentoring plan to the pedagogical practice of the tutor in the learning process in the virtual classroom. The results show that the tutorial plans are effective in the tutor's teaching action and are support tools that contribute to the teaching and learning process provided they respect the minimum elements considered essential by the Institutional Coordination of E-learning (ICE), are described in a clear and objective way and be socialized among the tutors, in order to favor an effective teaching action.

**Keywords:** Tutoring plan, Tutoring, Planning, Learning.



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## O Uso do Plano de Tutoria na Prática Docente do Tutor Online na Universidade Aberta do Brasil

### Resumo

*O estudo investiga contribuições do plano de tutoria para a prática do tutor na UAB/EaD de um curso da Universidade Federal de Alagoas, com objetivo de analisar a efetividade dos planos de tutoria na ação do tutor e se eles são instrumentos de suporte que auxiliam no processo de aprendizagem dos estudantes da EaD. É um estudo de caso de natureza qualitativa com finalidade de perceber a prática do tutor a partir do uso dos planos de tutoria que auxiliam no processo de aprendizagem dos estudantes. Para a coleta de dados, realizou-se pesquisa bibliográfica com base no Guia do Tutor da Coordenadoria Institucional de Educação a Distância da Ufal, análise dos planos de tutoria e aplicação de questionário com tutores. O problema referiu-se às contribuições do plano de tutoria para a prática pedagógica do tutor no processo de aprendizagem na sala de aula virtual. Os resultados apontam que os planos de tutoria são efetivos na ação docente do tutor e são instrumentos de suporte que contribuem para o processo de ensino e aprendizagem desde que respeitem os elementos mínimos considerados essenciais pela Coordenadoria Institucional de Educação a Distância (Cied), estejam descritos de forma clara e objetiva e ser socializados entre os tutores, com vistas a favorecer uma efetiva ação docente.*

**Palavra-chave:** Plano de tutoria, Tutoria, Planejamento, Aprendizagem.

## 1. Introduction

The E-learning is defined by the MEC (Brazil, 2005) as a teaching modality in which the didactic-pedagogical mediation in the teaching and learning process is supported by information and communication technologies (ICT), with students and teachers to develop educational activities in different places and at different times.

From the E-learning perspective, the tutor plays a fundamental role in working together with coordinator, monitor, students and teachers in the development and monitoring of activities during a school term. Tutoring is a teaching job that requires understanding and involvement of the contents, thematic areas during the modules. The tutor is the link between teachers and students in pedagogical practice. This professional supports teachers, debates, deepens topics, contributes to the classes, organizes the process of monitoring and evaluation of these students through mediation and interactivity in the Virtual Learning Environment (VLE) (Domeniqueli, 2008).

With the intention of guiding the tutor and all those involved in the E-learning courses of the Universidade Federal de Alagoas (Ufal) and the Institutional Coordination of E-learning (Ice) in partnership with the Center for Tutoring, support material for the development of the institution's mentoring activities. In this guide you can find relevant information about E-learning and Ufal's tutoring, as well as the tutor's conception, its attributions, the activity systematics, the legislation and the tutoring plan – which will be the focus of this study. For the full exercise of their actions, the tutor must have knowledge of the contents of the course and of the discipline that will minister, in addition to compatible training. It is up to the teacher to make available in advance to the tutor the teaching plan, the teaching material and the tutoring plan. In this context, this study aims to understand the vision of online tutors linked to an undergraduate course

in the E-learning / OUB modality on the contributions of the mentoring plans as a tool to support the tutor to assist in the teaching-learning process of the students.

## 2. Pedagogical Mediation and Teaching Model in E-learning / OUB

Teaching in the E-learning takes place from multiple perspectives, which involve the ways of teaching and learning. There is concern in developing proposals for meaningful learning. For this to occur, the teacher in the E-learning requires to understand himself as mediator of learning. It is from this perspective that pedagogical mediation becomes evident.

According to Ferreira (2013), mediation must be present throughout the process, aiming to offer the student the necessary conditions and means for the appropriation of knowledge. From this point of view, the teacher in the E-learning assumes several functions and is integrated into a multidisciplinary team.

According to Mill (2014), for ICT-mediated E-learning to be implemented, it is necessary a set of professionals who, acting in a collective, distributed and collaborative way, play the typical role of the traditional education teacher. In this way, tasks such as getting to know the students, planning the lesson and contents to be worked, choosing the didactic resources, elaborating activities and assessments, applying them, correcting them and accompanying the teaching-learning process of each student and managing the group are distributed to several professionals who, together, form what he called "polydocencia".

In addition, to act in the E-learning the teacher needs pedagogical knowledge, content, to understand and use ICT in its pedagogical mediation; be able to deal with information; know how to manage time; and have the ability to work as a team.

In this sense, pedagogical mediation is essential for learning to occur. Through pedagogical mediation Masetto (2008) defines the attitude of the teacher who poses as a facilitator, motivator or motivator of learning, who presents with a willingness to be a bridge between the learner and his learning. He adds that pedagogical medication highlights the role of the learner as a subject, strengthening him as an actor, which will allow him to learn and achieve his goals.

## 3. The Tutor in the OUB Model, Assignments and Functions

The tutor is part of the E-learning system, analyzing their conceptions and practices is fundamental. For Bezerra and Carvalho (2008), the tutor is a professional who works directly with the students. It is up to the tutor to guide, clarify doubts and follow the study of the student, that is, is a teacher who must mediate the whole process of teaching and learning.

Gonzalez (2013) argues that the work of the tutoring keeps in itself the essence of the educational action developed by the teacher. The tutor is an educator like any other involved in the program, and it is essential to establish mediations between the student and the information. It provides the directions to deal with the differentiated rhythm of each student, to dispose the technological knowledge and the material made available in the course, to be active in their work, to have organization and leadership in their group, that is, to enable the construction of knowledge.

Thus, according to Costa, Paraguaçu and Pinto (2009), interaction with mentoring is a way to provide the student of E-learning with a relationship that only another subject can provide, contributing to their formation, their experiences, their subjectivity. It is these educational actions that contribute to developing and enhancing students' basic capacities, guiding them in the interactive process to achieve intellectual growth and autonomy.

Sathler (2008) emphasizes that tutoring plays a fundamental role in the follow-up of students, since it is a link between the students with the teachers and the technical team.

According to Spressola (2008), the tutor must have a series of qualities that guarantee the efficiency of the accompaniment, the attendance and the information provided to the students, such as: proactivity, social culture, empathy, emotional stability, cordiality, leadership and ability to hearing and acceptance, among others.

According to Silva and Figueiredo (2011), the tutor transmits the activities proposed by the teachers to the students, teaches the students to use the technologies, distributes the didactic material; fulfills the function of motivating, managing face-to-face meetings and identifying academic and administrative difficulties.

Berti and Vermaas (2012) complement that the tutor needs to look for artifice to decrease the distance in the relationship with his students. It is necessary to create a pleasant environment of reflection and interaction between the participants that favors the learning. Interactivity and affectivity in the relationships between these participants should be considered as key points because, motivated, students tend to have greater learning ease.

Mill (2014) further states that the tutor is central to the educational process; therefore, the quality of their work is paramount for student learning.

According to Resolution CD/ FNDE n. 8, of April 30, 2010, tutor is the professional selected by public higher education institutions (PHEI) linked to the OUB System for the exercise of typical tutoring activities, requiring higher education and minimum experience of one year in teaching primary or higher education, have post-graduate training or be linked to a postgraduate program. The tutor stands out as a mediator in the teaching-learning process, being responsible for the motivation of the students and for the creation of learning opportunities. It accompanies the students during the development of the activities of each discipline, guiding them in its accomplishment. It is responsible for evaluating learning, providing a note at the end of each module. It is a professional that dominates the content of the discipline in order to help students to solve their doubts.

Regarding the OUB standard, the tutor is a scholarship holder with a background in the area of knowledge of the course or discipline that will act. It accompanies the teaching-learning process. His work is developed in partnership with the teacher, engaging in teaching activities, as he acts in the student's activities by interacting with them and guiding them.

In this sense, it demonstrates the need for a tutoring plan as a way to establish strategies for systematically monitoring the students' learning process. It is up to the teacher to make available in advance to the tutor the teaching plan, the teaching material and the tutoring plan.

#### 4. The Tutoring Plan as an Instrument of Action Tutorial

Moore and Kearsley (2007) stress that the courses in E-learning are based on a study guide; it offers a course roadmap and structure that supports other materials. These guides or manuals in E-learning are configured as an integral part of the didactic material. The manual is a material that can be addressed to the teacher as a teaching resource or to the student, presenting in a clear and objective way the content to be studied, in order to offer enough information to understand. The study guide or manual is an additional resource and guidance on how to attend a course in E-learning (Fernandez, 2009).

The study guides or manuals present the organization and the structure of the course, being directed to the student and to the tutor teacher. The professionals who create the courses devote a great deal of

attention to the guides, since they constitute a support for the other technologies, they contain instructions and orientations on the structure of the discipline and the form of interaction, as well as the goals and objectives regarding the discipline (Moore, Kearsley, 2007).

When proposing that a course be offered in E-learning, it is necessary to think about how it will be: its structure, human resources, preparation and distribution of didactic material, organization of the teaching and teaching plan, administrative organization and responsibilities. The structure involves all the material and space resources necessary and adequate to support the course proposal.

Through the item human resources, it outlines who the participants will be, their role in the course and responsibilities. This involves course coordinators, staff to assist students, technical and administrative staff, teachers and tutors. The preparation and distribution of didactic material and the construction of teaching and teaching plans are extremely important and should be in accordance with the pedagogical and technical principles of the course. In addition, they should be thought together with the structure and profile of the human resources that will be part of this pedagogical architecture.

The team of professionals involved in this process needs to be clear about the pedagogical principles, the objectives of the course, the profile of the actors involved and their specificities, as well as to know the proposal and its implications. All aspects mentioned are interlinked and must be agreed so that the course has cohesion and quality. Based on this conception, the teacher and the tutor help and deliberately create means to help the student learn; the student must deliberately propose to learn (Konrath et al., 2009). In addition, there must be dialogical action between teacher and tutor so that the good performance of the teaching-learning process occurs in the E-learning.

According to the Tutor's Guide (Ufal, 2014), the mentoring plan is an instrument that guides the mentoring activities; therefore, his proposition for the teacher is indispensable. The tutoring plan results from the planning of the discipline and can be understood as the final product of the planning, which materializes in the written record, systematized and with justification on: what will be done? Who will it be made for? Why will it be done? How will it be done? When will it be done?

For the development of the discipline or curricular unit, the teacher has as a parameter for his actions the plan of the discipline or teaching plan, instrument constituted by the main elements of the planning: identification of the discipline or curricular unit; menu; general objective and specific objectives; content; methodology; evaluation; schedule and references.

The discipline plan or teaching plan presents the pedagogical conception that guided the production and section of the didactic material and should lead to the preparation of the lesson plan. The lesson plan is the prediction of the contents and activities of one or several classes that make up a unit of study. In it, the teacher foresees the detail of the actions, as: presentation of the activities, materials and resources to be used. Some elements for constructing the lesson plan are essential: specific objectives, content, teaching strategies, resources, learning assessment form and schedule. These instruments – discipline plan or teaching plan and lesson plan – will serve as a basis for the teacher to construct the tutoring plan in E-learning (Guarezi; Grudtner, 2007).

Guarezi and Grudtner (2007) emphasize the need for teachers and tutors to discuss the work plan and the material to be worked out in partnership before the course starts. This should be a time of dialogue in which both have space for the exchange of experience and knowledge. This same space should be maintained periodically, as long as discipline, curricular unit or module will certainly require revision and/or adjustment of contents, materials, resources and activities, among others. According to the authors, planning is the act of reflecting on the possibilities of choices and, consequently, of actions to be taken; involves a dialectical action, with the possibility of constant dialogue between reflection and action.

Still according to Guarezi and Grudtner (2007), in E-learning the mentoring plan is an indispensable tool for the tutor's practice. Through this plan, tutors can target the most interactive and effective support of students. In this way, it can be defined as an instrument that guides the activities of the tutors and guides the actions of the tutor, punctuating their activities and establishing the procedures to follow the process of teaching and learning of the students in E-learning.

The Tutor's Guide Ufal (2014) is a document that is available on the site cited (<http://www.ufal.edu.br/cied>). In it, the mentoring plan is an integral part of the didactic material in E-learning. Based on this, the tutor can develop his/ her work in a clear and concise manner, according to what is established, regarding the objectives of the course or discipline, as well as the criteria to be requested by the teacher.

The incorporation of the tutoring plan into the training process should include, in an explicit and formalized way, a series of elements and procedures for the use of the built-in tools. These elements and procedures of use are essential and constitute an initial reference on the basis of which the tutor will guide the organization of the activities around the contents and the tasks of teaching and learning, that is, the structures of participation or the systems of rules that establish who can say or do what during the performance of teaching and learning activities provided in the discipline. The tutorial plan proposed in Ufal's Tutor Guide (2014) was built based on the OUB tutor's guide, the guideline for performance quality of distance learning, and Guarezi and Grudtner's (2007) proposal. The elements that make up the tutoring plan are shown in Table 1.

**Table 1:** Model of mentorship plans Ufal (2014) x Guarezi and Grudtner (2007).

Tutoring Plan (Ufal, 2014)	Tutoring Plan (Guarezi and Grudtner, 2007)
Course identification	Goals
Class profile	Content
Goals	Teaching Strategies
Teaching Strategies	Didactic resources
Content	Evaluation
Evaluation	Schedule
Schedule	
Assignments of the tutor	

It is important to emphasize that the objectives describe the set of knowledge, skills, attitudes and competences that will be mobilized by the students in the learning process. The teaching strategies are methods, techniques and processes to be used by the teacher and the tutor to mediate the teaching and learning process. Contains the procedures for the tutor to lead the follow up. The teacher describes how the activity should be conducted and the interventions so that the accompaniment of the tutor can meet the objectives of the activity. The contents are the systematized and organized knowledge that will be used by the teacher, the tutor and the students. The didactic resources refer to the tools and resources to increase the possibilities of learning. Evaluation, in turn, is the process by which one can verify whether learning has occurred. It should point out the aspects that will be observed in the follow-up of the students.

The tutoring plan has significant importance, because based on it the tutor can develop his work in a clear and concise manner, according to what is established in the plan and having as reference the objectives of the course or the discipline, as well as the criteria of evaluation and correction of the activities to be requested by the teacher. In order for the tutor to be able to act as mediator of learning, he needs information, support, resources, development opportunities and skills. In addition, before beginning the

work the tutor needs to know the specific philosophy of the E-learning and the educational institution; have a clear definition of their role; the goals; the teaching materials to be used (Ufal, 2014).

According to Ramos (2014), the tutor participates in assessing student performance and providing feedback, which contributes to learning in the E-learning. For this, the tutor should have: information about the students' expectations regarding the evaluation; knowledge of the regulation and requirements related to the evaluation in the institution; access to a second opinion; access to the course author or academic staff to discuss any problem relating to the course material; knowledge of the resources available in the organization to meet the specific needs of the students.

Polak (2009) states that the tutor needs assessment parameters to be shared with the teacher who coordinates the discipline so that it can aid the teaching and learning process. Once the tutor evaluates the student, he/ she assigns a grade, there must be criteria for both the tutor and the learner to know what is being evaluated and how it is being evaluated. The establishment of evaluation criteria minimizes the evaluating power, demystifies the evaluation and makes the process more convenient. When the student knows how it will be assessed and by whom it is being evaluated, it becomes more secure and this gives the institution more credibility.

For this to happen the plan must contain all the information necessary for the good progress of the discipline, with a view to improving the quality of the tutor's work. It is an instrument that guides the activities of the tutoring and the procedures for the accompaniment of the process of teaching and learning.

The important thing is that before the beginning of the activities the teacher and the tutor make available a moment to socialize and discuss the plan of tutoring. It should be a moment of dialogue for the exchange of experiences, to be maintained periodically during the course, as it will be necessary to review the contents and materials, depending on the progress of the process.

The teacher responsible for the discipline elaborates and adjusts the didactic material in order to establish the mentoring plan; this involves the processes of teaching and learning of the students and the attributions of the tutor for a particular discipline. The tutorial plan consists of a teaching task that includes the prediction of didactic activities and the objectives, that is, it is a means to program the teaching actions. It is an instrument that guides all the actions of the discipline; it is expressed the objectives that are to be achieved and the contents that will be learned by the students, as well as the teaching and learning pedagogical action instruments so that the tutor can follow the evaluation process of the activities, which must be in harmony with the proposal evaluation of the discipline plan.

According to Lima (2013), the incorporation of the mentoring plan into the training process should include a series of rules and procedures for use, such as: discipline identification, teacher identification, course syllabus, discipline objectives, work methodology, evaluation and punctuation detailing, type of activity, deadlines for the delivery of activities, etc. Such norms and procedures of use are essential elements and constitute an initial reference of how the process of teaching and learning should be conducted.

Based on the tutoring plan, the tutor will guide the organization of activities around content and teaching and learning tasks, respecting the minimum elements of what was proposed by the teacher, thus allowing a detailed view of their assignment in the discipline that accompanies it.

Zuapa et al. (2014) have developed a checklist for the planning of the online tutor's action that may resemble the tutorial plan proposed by the Institutional Coordination of E-learning (Ice) of Ufal. According to the author, "a teacher should elaborate proposals for reflection activities, support resolution, suggest alternative sources of information, explain and clarify doubts, and facilitate comprehension processes; guide, guide and support."

The tutor brings general subjects to be studied and analyzed, stimulates critical thinking, questions and evaluates, and responds appropriately to students' messages. The tutor can not act simply as a schedule controller, "tour animator"; must fully know the content of the course, and intervene when necessary in order to favor and broaden the knowledge of its students. It is fundamental that you know the reality and the context of your students, linking students, course and higher education institutions (HEI).

Zuapa et al. (2014) assert that planning serves as support to streamline and organize the execution of the online tutor's work; the main objective of this stage is to prepare in advance the necessary bases to reach future goals, enabling a realistic management. For this, it is necessary: to elaborate a specific plan for each class that initiates; relate the objectives of each activity to the content worked; plan differentiated activities related to course content; request a relation that contains contact information for all course students; requesting contact with contact data of the administrative officers of the institution, including their respective duties; know the library resources made available to E-learning students; to know the services and resources of support to the students with problems of study, of personal order or people with disability; create multiple working spaces, interaction and socialization; set the rules for online classes; develop forms of communication to avoid student loneliness; clarify their expectations about the roles of participants; to maintain communication with the other tutors involved, respecting ideas presented by them and by the entire E-learning team; to outline the attribution of notes for each work/ activity; seek rules for late delivery of work or plagiarism.

## 5. Methodology

According to Creswell (2010), a case study (Flick, 2009) considers this to be more appropriate in that it seeks to understand, explore or describe events in order to observe the reality of society. It consisted of a study of certain individuals, professions, institutional conditions, groups or communities, with the purpose of obtaining generalizations. The work with case study covers different moments: case delimitation, data collection, selection, analysis, interpretation and elaboration of the case report.

It works with subjective representations and opinions of the subjects involved – in this case, the online tutor –, in order to investigate the tutoring plans and the form of intervention used by the tutors of a OUB/ Ufal undergraduate course, regarding a process of teaching and learning based on the teaching action carried out by the tutor within VLE Moodle .

## 6. Results and Discussion

The data collected and analyzed were extracted from the answers to the questionnaire carried out with the online tutors and from the analysis of the tutoring plans elaborated by the teachers. From this, a questionnaire was conducted with twenty four online tutors linked to OUB/ Ufal .

The research was conceived with a population of 45 tutors; of this universe, only 24 (54%) answered the questions.

Firstly, it is approached how the relationship between teacher and tutor occurs to socialize the actions of the mentoring plan, referring to the availability of the tutoring plan before the beginning of the course, the moments of interaction between them and how the interaction takes place. In the responses of the tutors regarding the availability of the tutoring plan before the beginning of the course, 20 of them reported that they receive the tutoring plan, sometimes before the beginning of the course; two stated that they never receive the tutoring plan; the other two stated that they always receive it in advance. For tutors, when the tutoring plan is made available before the beginning of the course, the tutor organizes their activities in advance, which optimizes the tutoring process.

As for the moments of interaction between teacher and tutor, 17 respondents reported that there are sometimes moments of interaction; three tutors have stated that they always occur and four tutors have reported that they never occur.

One of the recurring points in tutors' speech is that, without interaction with the teacher, some attitudes may be impaired and tutors will feel constrained in the conduct of their function. The contact between teacher and tutor is necessary so that the online tutor can interact in order to promote the student's learning – his main responsibility. The tutor has the function of accompanying the students in this process, influencing them in this walk through what he/ she performs in the path of cognitive production: intellectual, interactive, motivational and communicational actions (Pimentel, 2013).

The analysis reveals that the mentoring plan is the tutor's support material, but does not dispense the dialogue and interaction between teacher and tutor in order to understand the pedagogical action to be performed.

The difficulties encountered in the implementation of the mentoring plan by tutors online are revealed fur speech of the tutors in their responses to the questionnaire, as shown in Table 2.

**Table 2:** Elements of the tutoring plan x difficulties in interpretation.

Elements of the tutoring plan	Tutors Answers
Goals	7
Content	5
Teaching Strategies	3
Resources	5
Evaluation	12
Schedule	8

The table shows that the tutors present difficulties in identifying the information contained in the mentoring plan, such as objectives, teaching strategies, contents, didactic resources, evaluation and schedule. The tutors reported that they are unclear as to what the teacher intends the tutor to do with the students in carrying out the activities in the VLE.

Of the tutors, 22 responded that the tutoring plan is very useful for the job and only two tutors responded that it is not necessary. No tutor considered the tutoring plan unnecessary.

With this, it is confirmed that the tutoring plan is part of the pedagogical practice in E-learning, because it is in him that the whole direction of his work is based. It is in the tutorial plan that the objectives of each activity are listed and how they should occur.

The Observation also offers the tutoring plan clarifies the doubts, points the way to the tread and specifies the purpose of each activity. It is he who will be the teacher's teacher to provide feedback to students and should be used as a source of information for children. Semester, tutor does not have parameters for pedagogical mediation according to the proposal. The mentoring plan provides the tutor with effective didactic action.

The analyzed data shows that teachers, to produce the mentoring plan not systematize all the elements considered essential minimum in the plane of the composition; when they do, they present some deficiencies related to the provision of the information to be directed to the tutors, which results in the difficulty of interpretation of the same, thus damaging the pedagogical mediation carried out by the tutors online in VLE.

The relevance of the mentoring plan as an element favorable to pedagogical mediation was analyzed from the answers of the questionnaire; Twenty-three tutors responded that the mentoring plan is relevant to improving teaching and learning process; only one tutor feels that the mentoring plan is not relevant.

Of the total, 21 tutors consider that the effective use of the tutoring plan enables pedagogical mediation during VLE interactions as a way to improve students' learning; three tutors stated that there is no relation between the use of the mentoring plan and pedagogical mediation.

The tutors' discourse demonstrates that the mentoring plans direct and organize the pedagogical actions of the tutor in the process of pedagogical mediation. It is through pedagogical mediation that the student obtains the necessary conditions for the assimilation of knowledge. The tutoring plan should favor pedagogical mediation as it contains all the necessary data for the guardians work on-line.

All the tutors affirm that, even with experience, the mentoring plan is of paramount importance to potentiate the teaching practice, with a view to a better utilization of students' learning; therefore, the tutor can not dispense with its use without prejudicing the pedagogical action.

In this item of analysis, the tutors' discourse confirms that the use of the mentoring plan is essential for the good accompaniment of the discipline, since each one has its specific characteristics and different learning objectives.

That the stimulus numbers constituting the mentoring plan meet the expectations of the tutors, eight tutors who stimulate the mentoring plans of their expectations; 16 dependent tutors that sometimes; they never attend. The expectations of teachers refer to the process of pedagogical mediation over the years in VLE Moodle compromises the possible of the evaluation of students. Therefore, the evaluation criteria are discussed together between teacher and tutor based on the interaction process; the teachers emphasize that the lack of contact with the teacher prevents that the actions can be more explicit.

Mentoring plans are effective when presented with a minimum Ice, provided they are designed with discipline identification; class profile; goals; content; didactic resources; evaluation; schedule; and assignment of the tutor.

In the analysis of the mentoring plans, it was revealed that, when they obey the minimum structure of the elements established by Ice and the information is clear and precise, is effective and becomes a tool to support the work of the tutor online, contributing to the students' learning.

Regarding the initial question of this study, if the tutoring plan significantly assists the teaching practice of the teacher in the process of teaching and learning in the virtual classroom, the answer will be yes provided it contemplates some basic requirements of structure, objectivity, clarity and interaction between teacher and tutor in an early and periodic manner for possible revisions and adjustments.

## 6. Final Considerations

During the course of E-learning, much is discussed about the role of mentoring. For To act as mediator of learning, the tutor needs information, support, resources, development opportunities and skills.

There is a need for teachers and tutors to discuss the work plan and the material to be worked on in partnership before the start of the course. Guayabo and Grudtner (2007) defend planning as an act of reflecting on the possibilities of choice and, consequently, actions to be taken, which involves a dialectical action with the possibility of constant dialogue between reflection and action. For the authors, the plan comprises the final product of the planning and materializes with the written record, systematized.

In the E-learning, the mentoring plan is an indispensable tool for the tutor's practice. Through the plan, tutors can move toward the fastest and most effective support of students. The mentoring plan is an instrument that guides the activities as a counselor whose purpose is to guide his actions, has his activities and guides the processes to follow the learning process of the students in the E-learning .

Regarding the analysis of the effectiveness of the mentoring plans in the online tutor's activity and the support instruments that contribute to the teaching and learning process, the process of pedagogical mediation that he / she performs.

Thereby, It was confirmed that the mentoring plan is part of the pedagogical practice in E-learning, because it is the basis of all the direction of the work that the tutor accomplishes. It is in the mentoring plan that one observes the objectives of each activity and how they should occur. Provides guidance to the tutor in order to better accompany the students.

The analysis of guardians teaching practice online suggests a promotion of improvements in structuring, as well as greater involvement with the team of production of the didactic material and accompaniment of a specialist in action planning in E-learning.

This process opens up possibilities for further discussions about the dynamics of work and the use of the lesson plan, assuming that the tutor must have access to all didactic material for the good performance of his work.

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